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ABSTRACT

This program was developed and implemented to resolve conflict among administrators, staff, and students, thereby reducing suspensions in a teen-parent school. Ranging from 12 to 20 years old, the target population was 160 female teen parents. The objectives for the program were for suspensions to be reduced by 15%; that 35% of the students would exhibit a positive attitude and increase their critical thinking skills; that 50% of both teachers and students would increase their knowledge about the process of conflict resolution. A peer mediation design that included strategies such as active listening, problem solving, cooperative group work, role-playing and group discussion was implemented. Attitudinal changes were measured by a pre-post survey while a pre- and post-test measured cognitive knowledge of content. The suspension report from the previous year for the same 12-week period was used to measure effectiveness of the entire program. All objectives of the program measured partial success. Appendixes include suspension reports, attitude surveys, pre/post-test, evaluations, discipline policy, board goals, and letters of recommendation. Contains 16 references. (Author/JBJ)

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ED 386 642

HELPING TEEN MOTHERS MAKE POSITIVE CHOICES THEREBY REDUCING SUSPENSIONS THROUGH A CURRICULUM FOR CONFLICT RESOLUTION /PEER MEDIATION

by

Portia Ann Marie Schmidt

A Final Report submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Educational Specialist

The abstract of this report may be placed in the University database system for reference.

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Abstract

Helping Teen Mothers Make Positive Choices Thereby Reducing Suspensions Through A Curriculum For Conflict Resolution-Peer Mediation.
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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Portia Schmidt

student's signature

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CHAPTER I

Purpose

Background

The "City of the Palms," the practicum school site, prides itself as being the winter home of three famous Americans, Henry Ford, Thomas Edison, and Harvey Firestone. During the month of February the city celebrates the birthday of Edison with the Parade of Lights, the only nighttime parade in the United States.

The population of the metropolis in which the site was located was approximately 45,500, and the population of the county was 345,000. Statisticians estimate that the population increased by 75 percent during the past winter season, November through April, making tourism still the number one industry. Some of the fertile fields around the city that once produced gladioli have been planted with vegetables and strawberries, making agriculture the second largest income producing business for the area. Most of the employment of the area was in the service and retail trades. The latest

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available data showed the median household income remained at $26,788. The profile of ethnicity groupings showed 86.5 percent Caucasian, seven percent African-American, four and one-half percent Hispanic, and two percent other.

The alternative school where this practicum took place was in a system that is one of the top 100 largest public school districts of the United States. There were approximately 45,000 students enrolled in 66 schools and special programs. The practicum school was within the city limits in a predominantly low income, African-American area. The school location was adjacent to the vocational-technical school so that students could attend classes to obtain work skills necessary for employment after graduation. A regional criminal justice center also was located at this site. A ten foot high chain link fence with a barbed wire heading completely encompassed the city block on which the complex was located.

The school complex opened its doors the fall of 1994. It was a model school for the Blueprint 2000 plan initiated in this southeastern state in 1993 in response to Federal guidelines. The concept of this alternative school was four schools-within-a-school, each meeting special needs of the student population enrolled in each program. The four programs, all under the direction of one principal, consisted of a disciplinary program, an employability early-exit program, an outcome-based

program and the teen-parent program. Since the disciplinary program and the teen-parent program were already in existence and had separate missions, each had a separate building facility attached to the main wing. The schools shared the media center, cafeteria, and gymnasium. The disciplinary program and the teen-parent program each had an assistant principal who oversaw the daily operation of those programs.

For reasons unknown to the writer of this practicum the concept of four schools-within-a-school will be divided up into three separate schools for the next school year. The site where this practicum took place will have a principal with full responsibility for the operation and for curriculum development. The media center, gymnasium, cafeteria, office personnel, and custodial staff will continue to be shared by the three separate schools.

Included on the campus was a community enrichment center which housed specific programs such as Human Resource Services, counselors, food stamps, Independent Developmental Education Associates Service, (IDEAS), and the municipal police department, constituting a full service school. Those offices and resources were for the community as well as the students. Because of a lack of interest and the loss of a drug coalition as the management group, the future of those services are in jeopardy.

There were twenty-three buses that transported approximately 450 students from throughout the county, some of whom had at least a one hour ride one way. A bus was available to transport the mothers and their babies to medical appointments during the school day. Because of budget cuts the school board approved a reduction in bus drivers and routes, thereby increasing the time on the bus for some of the students.

The teen-parent facility included four nurseries: the transitional nursery for mothers and their newborns up to four weeks old, the infant nursery, the creeper and crawler nursery, and the toddler nursery. Those nurseries also housed babies of the mothers from the other three programs at this school. The transitional nursery was shut down for lack of attendance. The site also included a health clinic staffed with a full time registered nurse. Those rooms were all located in the east wing of the building along with the Exceptional Student Education (ESE) classroom.

The central part of the building housed the administrative offices, rest rooms, and the art-health classroom. Along one wall numerous plaques displayed the awards the school had obtained for outstanding service in the community. The school also had been recognized as a RED

CARPET SCHOOL for its outstanding courtesy and open door policy to the public.

In the west wing there were eight classrooms of varying sizes with planning areas for teachers. Teachers were divided into three teams, each consisting of one health teacher and two academic teachers who were responsible for the integration of their curriculum and implementation of peer counseling classes which offered values clarification, self-esteem, or other programs that were to be of benefit to the young mother. Team A did not integrate its curriculum, but did work together with the peer counseling classes. Team B partially integrated its curriculum but one teacher was responsible for the peer counseling class. Team C, which attended a two week workshop on essential questioning had integrated its curriculum completely.

Since this was an alternative program, some teachers had several areas of certification and some taught out-of-field. Two health teachers were certified in art only, while the third health teacher was certified in early childhood education. The science teacher was certified in art and home economics, as well as science. One English teacher was also certified in business. The years of experience of full time teachers are as follows:

- 1-3 years experience.....2
- 4-9 years experience.....3
- 10-19 years experience.....4
- 20 or more years experience.....2

The staff consisted of one principal, one assistant principal, one guidance counselor, one nurse, eleven instructors, two office personnel, twenty one nursery aids, one custodian and one security guard. Instructors consisted of three health teachers, two English teachers, one math teacher, one social studies teacher, one science teacher, and one middle school/Diversified Cooperative Training (DCT) teacher.

Seventy three percent of the teachers have been awarded bachelors degrees. Twenty seven percent have earned master degrees. The median teacher salary was $27,088.

This teen-parent program was an alternative to the traditional high school for the pregnant teen or teen-mother, father, and baby. The program, in existence for twenty years, was a solution to a Federal mandate which states that no child will be denied an education in any public school system. Originally, the school provided classes in prenatal care and parenting along with regular academic classes for the students until their babies were six weeks old. At six weeks the mothers returned to their home schools to continue their education.

Because of the new responsibilities of being teen-parents and the difficulties in keeping up with their school work, many of these mothers dropped out of school. Not being able to find day care compounded their problems. State statutes now mandate that public schools must provide day care and transportation for the children of teen-parents so that they may attend school. With the onset of the dropout prevention program, this school became a dropout retrieval program in expectation of preventing large numbers of teen-parents from not completing high school.

The mission of the teen-parent program was threefold: academic, health, and social adjustment of its student population. Students attended regular academic classes which paralleled those offered at other high schools in the county. Teachers were held accountable for meeting the performance objectives of the frame works established for each class.

Students who attended that program took health classes in prenatal care, parenting classes, and kept doctor appointments which were scheduled during the school day. Since many of the students had a history of problems stemming from the fact they came from dysfunctional families, possible sexual abuse, and chronic school failure, one of the tasks of that program was to help each of them develop a sense of self-worth.

Lack of parental support for education was documented by the low attendance at open house. High absenteeism of the students also was an indicator. There was no Parent Teacher Association, nor representation of parents on the school advisory board.

The writer of this practicum was in her eighth year at this particular program. Since her employment, she has taught health for the expectant parent, parenting, child development, economics, aerobics, dance, fitness issues, life management skills, peer counseling, foods and nutrition, American history, world history, math, art, geography, general science, earth/space science, physical science, anatomy, oceanography, marine science, biology, and environmental science, all enabling her to fully comprehend the concept of the interrelationship of those classes.

She was the full-time science teacher assigned to a team with a math teacher and health teacher. Its role was to integrate the subject matter and also cover art and peer counseling. It was the responsibility of each team to schedule its students and each team had the flexibility to lengthen or shorten classes or combine classes as it deemed necessary. That concept did not work well because of the need for seniors to cross over teams to fulfill the necessary requirements for graduation. This created great conflict among the faculty.

Although the principal was very supportive of the writer's project, she had a great deal of responsibility opening a new school with the complexity of emotional and social problems associated with the four programs. The assistant principal assigned to the practicum site showed little interest in this practicum as evidenced by her not returning surveys, a pretest, and not appearing for inservice and necessary meetings. Because of the lack of leadership at the practicum site, and conflict among the faculty, there was not the anticipated support.

In addition to her regular teaching duties, the writer was the department head for science, environmental science representative, member of the school advisory council, as well as representative of the professional organization for her school. She also was a member of the state alternative education association, and was responsible for the organization's statewide conference held in her region. She was a member of the Lee Alliance for Responsible Adolescent Parenting. She attended several workshops that assisted her in developing the curriculum for this practicum, and she presented several inservice workshops in Peace Education and peer mediation to the staff. The entire student body received instruction on skills to handle conflict, and a small select group of students was trained to be peer mediators. The writer's

educational training included an undergraduate degree in art education, and a masters degree in post-secondary education in curriculum development.

Problem Statement

Within the target program, absenteeism rose to new highs. More and more students were suspended. Many instructional days were lost. For learning to occur students needed to be present and attentive in class.

Dysfunctional family relationships, possible sexual abuse, poor communication skills, inability to handle conflict and anger constructively, and inadequate coping skills were real problems that the practicum population of young mothers faced each day. Therefore, because of those problems, students were not in attendance, and should have been present and attentive in class in order for learning to occur.

The primary target group consisted of approximately 160 female teen-parents. They ranged from 12 years old to 20 years. Ethnic composition included approximately 55 percent African-American, 32 percent Caucasian, and 14 percent Hispanic. Students who received free/reduced lunches represented 79 percent of the population. Student mobility for

this population approximated 68 percent, and the student attendance rate was 60.5 percent.

Many of the students were in foster homes or were self-supporting. A small number were married. Some lived with a boyfriend. Several lived in a shelter for pregnant women after experiencing conflict at home that escalated because of their pregnancy. Many of those who lived at home resided with a grandmother. For many who lived with their mother, the home was most likely that of a single former teen-parent who may also have a live-in boyfriend. Upon occasion some were homeless.

Many of the target population had experienced failure in their school journey as evidenced by the lack of class credits and low overall point averages. They exhibited non-proficient reading and math skills far below grade level as evidenced by the High School Competency Test (HSCT) scores for year1992/93. A total of 65 percent passed the HSCT communications section and only 27 percent passed the mathematics. According to the State's School Report there were 69 students or 25 percent who were enrolled in a job preparatory program. Only one completed the course. There were no students taking the Scholastic Aptitude Test (SAT) nor the American College Testing (ACT) test.

It has been documented that while women are pregnant they experience mood swings and have uncontrollable outbursts of tears or anger. After the baby is born the new mother experiences the demands of the new born and gets very little sleep. Sometimes she may experience "postpartum blues." Add that to the fact that few young people today have acceptable communication skills, good listening skills, and adequate conflict management skills -- all of which contribute to a potentially explosive situation.

Since teachers are role models it was imperative that they are able to handle conflict in a positive and constructive manner because it is the way students see adults interact that teaches and guides them in new methods of dealing with conflict. It was suggested in the literature that the entire school community should have been trained in conflict resolution. Teachers were to help implement the solution strategies, becoming the second target group.

To document the problem the writer used the district year-end discipline report. (Appendix A, p. 62) According to the report, there had been an 80 percent increase in suspensions from the 1992-93 school year as compared to 1993-94, and a 29.7 percent increase in instructional days lost within the program where this practicum took place. The 93/94 suspension report indicated that the practicum program

had 36 suspensions with a total of 131 instructional days lost. Suspension distribution follows:

- two for cheating
- six for disruptive behavior
- five for fighting
- one for forgery
- five for insubordination
- two for no show discipline
- thirteen for profanity/obscenity
- two for being in an unauthorized area

Of those cases, 35 percent were in direct conflict with the teacher or were for profanity which could have been directed to the teacher. In one case a teacher was sent to the hospital for a blow to the abdominal section while attempting to mediate a conflict between two students. The suspension report indicated that most of the students did not have the skills to deal with conflict in a positive way. Fighting and verbal abuse was their choice for problem-solving. The breakdown by ethnicity:

- Caucasian....three suspensions,
- African-American....18 suspensions,
- Hispanic....one suspension

At the conclusion of the first semester of the current year, there had been three expulsions from this site; one for fighting and two for carrying weapons on school grounds. Total suspensions equaled twenty-seven for the period August to January of this school year:

- eleven for fighting
- one for disruptive behavior
- one for dress code violation
- four for insubordination
- two for profanity
- four for no show of discipline
- one for threat of assault
- one for physical battery
- two for possession of a weapon which resulted in expulsion.

For the year 1994-1995, suspensions cost students 103 days of lost instructional time. The report, (Appendix B, p. 64) indicated that 74 percent of the offenses were for conflicts that were destructive and the majority of those were for fighting.

Some of the other probable causes for this increase in suspensions that were examined were the changes that have occurred in this program. Two years ago when the program became a part of the concept of schools-within-a-school, the administrator of 19 years service retired. Previously this

program had been a separate school with this administrator fully endowed to make all decisions in the operation of this site.

The previous administration's philosophy had been influenced by Glasser's Control Theory in the Classroom. It was believed that it was more important to ascertain the underlying reason for the student's behavior, and to assist the child in changing that unacceptable behavior. Also few detentions were administered due to the lack of space, personnel, and transportation to move student and baby home after school hours.

What had once been a stable environment was now in a transformation. The new administration's policy on discipline gave more latitude for detentions and suspensions. A new building site was constructed which resulted in a move to a different physical environment. The administrator of the practicum program was an assistant and may have lost more control of the operation and policy of the program. Many of the discipline referrals were handled by other administrators from the main office of the school.

The students at the practicum site came from a diversity of ethnic, socioeconomic and cultural backgrounds. Not having a good understanding of the differences in beliefs caused

conflict. Teachers also came from a diversity of backgrounds and had different sets of values and beliefs.

Teachers at the practicum site articulated the trouble they had with insubordinate, confrontational students. They also expressed feelings of conflict with the administration about matters that involved the daily operation of the school. Teachers felt stress and experienced burnout.

Since the school board's goal was to implement alternatives to suspensions and expulsions, and lost instructional time does not help the student with self-esteem or life skills, the practicum writer's primary goal was to narrow the gap between the number of suspensions this year as compared to the number in the base year.

Because of the multitude of emotional problems, inability to handle conflict and anger constructively, and inadequate coping skills of the target group, a secondary goal addressed the above areas by introducing a critical thinking/problem solving component.

Studies showed that the most successful conflict resolution programs involved all members of the school community sharing some common norms and strategies for dealing with conflict. A third goal was to educate the instructors of this program in conflict resolution. This would provide a unified understanding of the strategies to be used.

The objectives of the practicum were as follows:

1. At the end of the 12-week period, the number of suspensions for the targeted group will decrease by 15 percent as compared to the same 12 week cycle of the base year.

2. After 12 weeks of participating in a discussion group about controversial issues that plague youth, 35 percent of the students in the target group will exhibit a positive change in attitude towards classmates and teachers, and increase their use of the critical thinking skills of analysis and problem solving as measured by the teacher observation form, (Appendix C, p. 66) the student survey, (Appendix D, p. 68) and by comments they write in their journals.

3. After the designated 12 week period, 50 percent of both teachers and students will demonstrate an increase in knowledge about the process of conflict resolution by increasing the correct responses on a teacher generated pre-post test by 50 percent, (Appendix E, p. 71).

Chapter II

Research and Planned Solution Strategies

Because the writer of this paper was concerned about the high number of suspensions for problems that were directly related to conflict, the research of the literature focused on programs that were implemented in schools to reduce conflict. According to Glasser (1986) schools that tend to use punishment such as detentions and suspensions to motivate students are only motivating them for a short term. In his opinion, the stimulus-response theory--what we do *to* or *for* them-- is not need fulfilling. Students want to be empowered to make their own decisions. Since traditional discipline procedures such as detention, suspension and expulsion tend to teach students to depend on authority figures to resolve conflicts, they feel powerless. According to the research, peer mediation programs have a positive effect on students. Mediation teaches students they can make their own decisions, thus empowering them. For that reason various peer mediation programs were included in the research mode.

According to Johnson and Johnson (1992) discipline procedures may be classified on a continuum. At one end it is based on external rewards or punishments with the focus on the faculty and staff controlling and managing student actions. At the opposite end, it is for students to learn to regulate their own and their peers' behavior. "Allowing students to be joint architects in matters affecting them promotes feelings of control and autonomy" (Johnson, 1992, p.11). To empower students to solve their own problems raises their self-esteem. Low self-esteem, poor communication skills, inadequate coping skills, inability to handle conflict and anger constructively, a lack of knowing about alternatives, and no understanding of the consequences of their behavior, are only a few of the real problems of our youth today (Kramer, 1990).

The practicum was implemented in a teen-parent program where the majority of students are African-American from low income single parent families, and who may have personally experienced violent acts outside of the school environment. Some of the literature researched included specific reports that documented the ramifications of external violence as indicators of potential violence in our schools. The literature review revealed some shocking and terrifying facts. School violence is on the rise and behind it is

a shift in adolescent attitudes. The nature of crimes in schools has grown more violent and it is increasing in the lower grades. Students today have a sharp drop in their respect for life (Toch 1993).

In a report by the American Psychological Association Commission of Violence and Youth, homicide was the second-leading cause of death for African-Americans ages 1 through 14. The Children's Defense Fund reported that African-American children are the most likely victims of violent crimes. Robinson and Briggs (1993) stated that the witnesses and victims of violence later become the perpetrators. One answer to this was an organization founded in 1987 by Clementine Barfield called "Save Our Sons and Daughters." SOSAD treated children and families of violence in two ways: crisis intervention and violence prevention which included multicultural conflict resolution. The literature suggested soliciting community-based organizations.

The Fund for New York City Public Education and the New York City Public Schools have joined forces to create Project STOP (Schools Teaching Options For Peace). This was a conflict resolution and mediation program initiated in the middle schools where teachers and parents were also taught these skills.

In the article "Violence in Schools: when killers come to the classes", Toch reported that the youth of today have suddenly and chillingly lost their respect for life.

> Experts point to several sources of this troubling new code of conduct. One is the hopelessness of poverty. Then there is the fraying of the fabric of the family. About a third of all American babies--and fully 68 percent of African-American infants--are born to unwed mothers. Broken homes leave an estimated 1 in 5 students home alone after school. Too often, such statistics translate into neglect, abuse and troubled kids. Fully 70 percent of juvenile court cases involve children from single-parent families (Toch 1993).

Toch reported that United States Educational Secretary Richard Riley had proposed a program that provided funding for violence-prevention curricula and training in peer mediation and conflict resolution. Four years ago Roosevelt Middle School in Oceanside, California, implemented a plan called "Resolving Conflict Creatively." Today this school is a placid oasis. The curriculum consisted of instruction on active listening, dealing with anger constructively, and overcoming racial stereotypes. A peer mediation program was started. This program teaches that force is not the way to settle disputes. (Toch 1993)

At Highlands Elementary School in Edina School District, Edina, Minnesota, students were taught the curriculum *Teaching Students to be Peacemakers* (Johnson and Johnson 1991) in 30 minute training sessions for 30 days. The curriculum provided role-plays and opportunities for practice of the skills necessary for mediation and negotiation.

The program was taught in three steps. Negotiation, the first step, taught the students to negotiate constructive resolutions to their conflicts. Johnson emphasized the need to over-learn this skill so that it will be available when emotions run high and when angry feelings are intense. The second step, Conflict Mediation, taught students how to mediate (the utilization of a neutral third person to help settle a dispute) constructive resolutions of their classmates' conflicts. After the students learned negotiation and mediation skills they were introduced to the Peacemaker Program. In the Peacemaker Program two class members were selected to be mediators for the day and any disputes that could not be resolved were sent to the mediators for action. Class mediators served an equal amount of time because the role of mediator was rotated throughout the class.

At Highlands Elementary the frequency of student-student conflicts teachers had to manage dropped 80 percent.

and referral to the principal dropped to zero. Those results changed the school disciplinary program.

Johnson emphasized the need for booster sessions and that all students needed to be trained. He also stated that *all* students must serve as mediators.

In another study, Suzanne Miller (1993) invited her staff to discuss how to make the middle school where they taught a safer and more pleasant place. The "Project Safe" group decided that not knowing how to handle relationships which had gone astray or not knowing how to manage conflicts seemed to be the main cause of the disharmony. They drew from experiences of other cities such as San Francisco and New York that had implemented conflict resolution programs.

Their first step was to join forces with the Dispute Settlement Center of Racine County, Wisconsin, which trained the teachers. Twenty-one students who applied to be mediators were trained. As the literature suggested, this group was a reflection of the racial make-up of the school as well as students who had a history as trouble makers and those who didn't. Mediators were given special T-shirts to wear. Announcements advertising their services were made over the public address system. Teachers were asked to refer students and students could request mediation services.

The study revealed that Gilmore's peacemaker program had spilled over into the community. Mediators were using their new skills in their neighborhood.

In "Schools Test New Ways to Resolve Conflict", Annette Townley, executive director of the National Association for Mediation in Education (NAME) (1993, p.1) said most of us "were never taught the skills for solving problems constructively." So this problem is an adult problem as well. In the same publication Alan Borer, director of guidance support services for the New York City public schools (1993, p.1) said as role models, educators needed to be trained in conflict resolution skills because "it's the way we do business with each other that gives kids an example of another way to work out their disputes." It was estimated that some kind of conflict resolution program was being offered in more than 5,000 schools nationwide (Willis, 1993, Merina, 1995).

In an article by John O'Neil, it was discussed how conflict between educators could undermine the smooth operation of the school, taint the atmosphere, or lead to staff burnout. At John Dewey High School in Brooklyn, New York, the site-based management team was struggling over several decisions, when Ellen Raider of the International Center for Cooperation and Conflict Resolution helped to mediate the

disputes. Each participate was able to state needs and find common ground.

Another example was Beach Channel High School in Queens, N.Y. where collaborative negotiation tactics were used to help the school smooth the transition into school-based management (O'Neil 1993).

Peer mediation is a program that works. Morse, associate professor at State University of New York, and Andrea, director, pupil personnel services, East Aurora Union Free School District (1994), described a training program that prepared students to become effective peer mediators. Fight or flee are the only two choices many students face today. This program offered an alternative. What seemed to be a very promising idea not only helped students resolve conflicts, but also taught them effective communication skills.

According to Kort, as cited by Morse and Andrea (1994) the central goals of school-based mediation are "to teach students how to deal with anger constructively, how to communicate feelings and concerns without using violence and abusive language, how to think critically about alternative solutions, and how to agree to solutions in which all parties win."

They list several reasons why this program was a promising development in education today.

1. conflict is natural
2. alternative to traditional forms of discipline
3. improves communication
4. reduction of violence, vandalism, absenteeism
5. lifetime dispute resolution skills
6. encourages a higher level of citizenship
7. frees both teacher and administrator so that they can concentrate on business
8. encourages student growth in areas of listening, critical thinking, and problem solving
9. multicultural understanding
10. helps students with problems that they would not take to parents or other adults.

That training program was approximately eighteen to twenty hours of instruction. It started with the development of a set of prerequisite "foundation skills" and then the mediation process. Foundation skills are understanding conflict, non-verbal communication, and reflective listening. The model for the mediation process took approximately ten hours of training for the five steps. They give a brief summary of the five steps which are:

1. the opening
2. listening
3. mutual understanding
4. creating options
5. planning.

The authors offered five key points for successful implementation of the program. It was necessary to have the

full support of the principal. It was recommended that students be selected from a cross-section of the school community and reflect the population makeup. Mediators had to show a willingness to learn, have good verbal skills, and have the respect of peers. They suggested that two mediators be assigned to work with disputants. One sold the program to all other staff before training began. The program was maintained by offering ongoing training, supervision, and evaluation.

The authors concluded by reviewing some of the thoughts of the students from East Aurora. The following are selected reactions of the students:

"I liked role playing best because I could learn what it would be like in a real situation."

"It informed me on how to be a better listener and taught me how to help other people solve their problems."

"I got a chance to understand people and the ethics of helping people solve problems."

In closing words the authors confirmed "Conflict resolution and peer mediation is not only a philosophy, it is also an attitude," (Morse & Andrea, 1994, p.82).

Merina (1995) reported in DuVal High School in Lanham, Maryland, administrators made the decision to use mediators not metal detectors. Already this year DuVal's 40

mediators have settled 150 disputes. One mediation took one full day because it involved 13 students.

DuVal's program was a success because it used carefully trained mediators that had applied to the program rather than being selected by the staff. Throughout the year, mock mediations were staged to explain and highlight the program to every stakeholder in the community. Confidentiality was stressed so students would trust and use the system. DuVal had the full support of staff and administrators for this program and had a full time mediation specialist.

The writer of this paper completed a two day extensive workshop on Peace Education, a program endorsed by the county. The writer visited one of the school sites where this program had been implemented. After an interview with one of the program coordinators it was discovered that it had been quite successful. The Peace Education program was implemented in a middle school. Two teachers were trained and gave an overview of the program to the entire staff. About sixty students were trained in the program but only a limited number of peer mediators were actually being used.

Some positive results reported by the coordinator of the program were: students were empowered to solve their own problems, increased self-esteem, increased attendance,

students learned to deal with emotions, and more teachers expressed an interest in being trained (Paige, 1995).

In 1983 PROJECT SMART (School Mediators' Alternative Resolution Team) was instituted in several New York City high schools plagued by crime, vandalism, violence, truancy, and dropouts. Working with the Victims Services Agency (VSA), a community dispute resolution center, and the NYC Youth Bureau, William Cullen Bryant High School in the Queens served as the pilot site. This school was chosen because of the diverse ethnic background of students, the size (3000 students) and the strong support of the principle.

Posters and "GET SMART" buttons as well as seminars in the classroom were used to generate interest in the program (Davis & Porter, 1985a).

Any student wishing to become a mediator attended a total of 20 hours of instruction after school over a period of two to three weeks (Lam, 1989). Students were trained in the following skills: arranging a hearing, gaining trust, gathering facts, questioning, note-taking, identifying and prioritizing issues, and writing up agreements (Davis & Porter, 1985b).

Cases referred by students or school personnel were heard throughout the day (Lam, 1989). Some cases were excluded from mediation, such as those involving weapons,

drugs, or injuries. Determination for mediation was the responsibility of an outside project coordinator. When the conflict involved a student/student dispute, two student mediators oversaw the mediation. An adult and a student mediated student/adult conflicts. Students were recognized for their participation in PROJECT SMART by receiving school service credit and citizenship awards (Davis & Porter, 1985b).

Statistics were compiled during the two year program. It was important to note that during that period 90 percent of the mediated agreements were upheld and suspensions for fighting dropped from 63 to 18 (Davis, 1986).

Because of the success of the SMART pilot program the program expanded to include a total of seven New York City schools. The SMART program had an overall positive impact on school violence, fighting, detentions, and suspensions. It has been used as a model program to other schools interested in starting such a program.

One of the oldest dispute resolution centers in the United States, Community Board Program of San Francisco, developed a program with several goals: (a) to enable students to learn new skills in communication and conflict resolution; (b) to enable students to assume responsibility for improving their social and learning environments; (c) to enable students to build a sense of community and

cooperation at school; and (d) to decrease tension, hostility, and violence among students in a school (Community Board Program [CBI],1986, Williams, 1984).

The Conflict Manager Program trained teachers and students in grades 4 to 12 to be Conflict Managers. The student body was introduced to the program through an assembly by using role plays to show how conflict could be resolved peacefully.

Peers nominated the potential candidates and they were selected on the basis of interest, negative or positive leadership potential, parent approval, and teacher recommendations. This group represented the school's population as closely as possible with regard to race/ethnicity, gender, and social grouping (Davis & Porter, 1985b).

Students gained skills in active listening, problem solving, critical thinking, teamwork, assertiveness, open communication, and the conflict management process (Davis & Porter, 1985b). Experienced mediators eventually trained new mediators. The students were identified by a special T-shirt.

Students either referred themselves or were referred by school staff, and mediations were scheduled with pairs of Conflict Managers.

Group cohesion was developed by holding a Conflict Managers' meeting by-weekly or monthly to provide training and to provide an opportunity for on-going evaluation of the program (CBI 1986).

Based on the success of this program, the California state legislature passed a resolution to incorporate conflict resolution programs into the basic school curriculum in grades K-12.

Lam (1989) reported the results of an assessment of an elementary Conflict Manager program in North Carolina. This program was modeled after the philosophy of the San Francisco programs. The Chatham County Dispute Settlement Program, a community based center, was involved. The setting was a rural school with a population of over 750 students. No teachers were trained but twenty-nine fourth and fifth graders received certificates after being successfully trained as mediators. They participated in an assembly using role-plays to demonstrate how the program was of benefit to their school. The program was integrated into the social studies curriculum. Bi-weekly meetings were held by coordinators and mediators to practice skills, discuss successes and problems of the process, and for students to record their activities and thoughts in a journal.

The results of the evaluation indicated that there was (a) a positive impact on the self-image of the mediators, (b) improved attitudes toward conflict by both the teachers and students, (c) better problem solving skills demonstrated (d) enhanced leadership skills (e) enthusiasm about the program and (f) students were more sensitive towards each other.

Another successful program that was based on the Conflict Manager model was the Wakefield Junior High Peer Mediation Program (WPMP) in Tucson, Arizona. As was so many other school-based peer mediation programs, this program was linked with a community dispute center, The Community Mediation Program (CMP) of Tucson. Because of the strong support of the administrators at Wakefield this site was chosen as a pilot program. Program goals included (a) a decrease in reported conflicts, (b) remedial effects on unreceived (negative) leaders trained as mediators, (c) remedial effects on at-risk students who used mediation services (d) favorable attitudes toward collaborative problem solving by the student body.

The program was introduced to the students at Wakefield by the staff of CMP which conducted role-plays and answered questions (McCormick, 1988). Students were nominated by their peers and chosen to participate based upon how well they balanced extracurricular activities with

schoolwork, and whether they had any of the established characteristics of good mediators. An equal number of males/females and students perceived as unreceived leaders were chosen to ensure the acceptance of the program by the entire student body.

CMP did the training in a three day, eighteen hour workshop. Mediators were assigned to the same homeroom to meet each morning to practice skills and discuss issues.

McCormick (1988) published the results of a nine month comprehensive study of the WPMP. Measurement instruments included a single group pretest/posttest, participant observation, student attitude questionnaire, interviews, peer mediator survey, and documentary evidence.

The results of the program were: (a) the number of aggressive conflicts decreased, (b) the two unreceived leaders that were trained were enthusiastic about the problem solving process, and (c) the two at-risk students that used the process developed more favorable attitudes toward collaborative problem solving.

McCormick (1988) recommended that a larger number of unreceived leaders be trained as mediators. He also recommended that there be more written training materials, scheduling mediation close to occurrence of dispute, informing

all teachers of the program, involving parents, and having on-going public relations about the program.

The pilot site for the Hawaii Mediation Project was Farrington High School, with a population of 2,300. In 1981 the neighborhood justice center and the University of Hawaii worked together to establish the program in response to the administration's concerns over ethnic hostility and racial tension (Davis & Porter, 1985a).

Students were asked to nominate three members of the school community they perceived to be leaders. They were introduced to the program and asked if they were interested in participating. The mediators were selected from this group and trained during two intensive school days. Students, teachers, administrators, counselors and parents were trained. The categories of conflict to be mediated were outlined and as in other programs, disputes involving weapon, drugs, and injuries were referred to police (Davis & Porter, 1985a).

Mediation was voluntary and referrals came from students or staff (Davis & Porter, 1985b). Mediations occurred during free periods. To make sure agreements did not violate school policy or state law all agreements were reviewed by the project coordinator. Of the 136 cases mediated over a two year period, 133 reached agreements with 93 percent being upheld.

In a training film for the practicum site faculty two peer mediation programs were reviewed. The principal of John Adams Middle School, Mr. John Cantor, was approached by the city council, the dispute center, parents, teachers and members of the community, to form a committee to develop a program to help students learn how to resolve conflict. It hired a full time program administrator and implemented a peer-mediation program that was very successful. About 25 mediations per month were heard and there was a 90 percent resolution rate. Menlo Atherton High School served as a pilot school and implemented a conflict resolution curriculum. The heart of this curriculum was the mediation program. This site also hired a full time peer mediation coordinator who reported that the program has been quite successful (Sunburst Communication, 1994).

Solution strategies

After an extensive research of the literature, the writer of this paper decided on the model of peer mediation represented by the majority of the research. A good understanding of conflict and styles of handling conflict were important. Students also needed to understand communication skills. The target group spent several weeks learning these foundation skills. Role-play was an integral part of the process. Students were involved in a discussion group to help build cohesion in the school setting and develop critical thinking skills.

Teachers were asked to look for characteristics within their students that may indicate success as mediators. Candidates for mediators were nominated by their teachers and asked if they would like to participate. Mediators were trained and a peer mediation program was implemented.

As the research suggested, all school personnel were to be trained. This was an on-going program. Skills were practiced and over learned so they would be available when emotions ran high.

CHAPTER III

Method

The writer of this practicum has been employed at the practicum site for eight years. The writer has had the opportunity to work under two administrations. The writer also has had to adjust to changes in operation policy of the site and actual changes in the physical plant.

Under the previous administration the faculty was informed of any disciplinary action that resulted in suspension or expulsion. The writer observed that at times students were out of class for several days and upon investigating the reason, it was discovered that the student had been suspended. Many of the suspensions were for conflict that was either student/student or teacher/student related.

The writer of this practicum also served on the School Advisory Committee (SAC) and helped to write the school improvement plan. Since one of the school board's goals was to implement alternatives to suspensions and expulsions, this concept was chosen as one of the goals to be included in the practicum school's improvement plan. That goal included

training in the "Peace Education" curriculum offered by the county school board.

The practicum author wrote a grant for materials to be used in the peer counseling classes that would help the students learn to deal with conflict in a more positive and constructive manner. Since the target population was teen-parents, the writer believed that it was important for them to learn these skills to become better parents. The grant was Drug-Free Schools' money and the practicum advisor was the administrator of that program. When the writer discussed the possibility of using those materials for her practicum, her advisor gave her the name of Mr. Gail Weedman, the author of the act-react curriculum. The writer contacted Mr. Weedman, who was delighted and gave permission for his materials to be used. (Appendix F, p. 75)

The writer of this practicum contacted a student (Appendix G, p. 77) that was working on a degree in counseling at the local university, and decided that the student could serve as a resource for the practicum. Prior to implementation, it was decided that the student would assist with the act-react discussion groups. The student helped develop the attitude survey (Appendix D, p. 68) and constructed a large poster which displayed the guidelines for successful group discussion. Since the student had never directed a group session before, it

was decided that the student would participate in the various activities while observing the target group until the student felt sufficiently confident to conduct the discussion.

A teacher survey (Appendix H, p. 79) was conducted at the practicum school site to determine if the teachers would support a school wide peer-mediation program and agree to conduct the conflict resolution curriculum to satisfy the peer counseling objectives. The survey indicated that the teachers would indeed support this program because of the benefits to be gained by the students. The writer interviewed the principal of the school who gave support and assured the writer of the support of the administration and teachers at the program where the practicum was to be implemented. The writer was given an inservice day to conduct a workshop to give faculty and staff an overview of the goals and objectives of the program. Instructors were informed that the conflict resolution curriculum would be presented through the peer counseling class and that they would participate in the implementation of this program. At this inservice all teachers attended except the middle school instructor, the site administrator, and the nursery director. The faculty was informed of the results of the research that the writer had synthesized and offered the practicum paper for anyone to read. Since the research indicated that the most successful

programs were those where everyone involved was trained in the process of peer mediation, the faculty was informed that they were to be a secondary target group. A pre-test (Appendix E, p. 71) was administered in order to establish baseline data. Instructors were asked to send a consent/information form explaining the mediation program to parents of the student population. It was agreed that the practicum would be implemented as part of the peer counseling class so that the students would receive a half credit. Since this was to be part of the normally scheduled curriculum, no additional time had to be taken away from academic classes. The program at the practicum site was operated as three teams. Each decided how much time they would devote to the project and what time of day was best for them. Team A decided that it would meet at the beginning of the day at 8:30 A.M. until 9:00 A.M. Team B met at 8:00 A.M. until 9:00 A.M., but also wanted to meet at the end of the day for group discussion. Team C met at 11:00 A.M. for one hour before lunch.

The site administrator was given a copy of the practicum paper and the pretest to review. She did not return the initial survey and was asked a second time to return it to the writer along with the pretest. Those two items were never returned to the writer.

Students were informed that they would be a target group for a practicum that was a part of a higher degree being earned by one of their instructors. Additional baseline data was collected from the student survey (Appendix D, p. 68) directed towards student conflict and the manner in which it was handled.

Nursery workers were given the attitudinal survey and pre-test during the first week of implementation, and also viewed the video on dealing with anger. The nursery director returned the survey and pre-test with comments of resentment from the nursery aides. They did not understand why they had to do this or to what purpose it would serve them. Since the nursery director had not attended the inservice meeting no support nor direction was obviously provided to serve as an incentive to nursery workers to participate in the project. After talking to the director it became apparent to the writer that nursery scheduling would not allow the training of the aides at this time.

Students participated in a get to know you exercise to build group cohesion. As students sat in a circle they were introduced to the ground rules and asked if they wanted to add anything so as to help them with ownership. They did an activity called string toss. They were told to imagine that they had just won the lottery. They stood in a circle and as they

introduced themselves they told what they would do with the money. The ball of string was tossed to the next person who introduced herself. A web was made. Questions were asked if this might represent phone lines or lines of communication. If one person dropped their line what happened? That activity went well.

The group sessions every afternoon were extending the students capabilities beyond their limits. Students in team B were angry that so much time was being used for this subject. Teachers in team B decided that the time spent would be 8:30 A.M. to 9:30 A.M. The group sessions were to be held only on Thursday. Many of the act-react questions were then used as journal topics.

The physical plant were the practicum was implemented was a new building with state of the art technology. A video was scheduled for the second week of implementation. It was played over the site contained video circuits. The video could be controlled by the writer by using a code over the interschool phone lines.

The students learned that anger was as natural an emotion as happiness, but that it could control and overwhelm ones ability to make wise choices. Many thought that anger was not natural. Part two of the video explained how some people do not express their anger and what can happen. The

video presented an excellent analogy about bottling up anger and how it could cause someone to explode. A mother picked up a soda bottle and shook it. The students understood the message.

Observations from the instructor's journals included one student saying she was sorry for participating in a recent conflict, students believed role plays helped them understand, and more teachable moments about parent /child relationships were offered. One instructor asked if there was any research that documented worse behavior when these topics came up.

There was a major conflict with the students and nursery. The assistant principal called a meeting of students and the nursery director. It was obvious that they needed additional training in group discussion since everyone spoke at once. Body language spoke louder than words, and many times eyes rolled and arms were crossed. Time was needed to be spent on good communication skills.

At the end of the second week the writer called a meeting of the instructors and discussed what went well and what needed improvement. Teachers found that some of the students who never talked were now talking. Most of the activities group the students into units of two or three to help foster cooperative learning. Team B determined that role play was not effective.

Research in the social sciences suggested that the ability to solve interpersonal problems and foresee consequences of one's actions is a key to social adjustment. Since one of the goals of the practicum school is social adjustment of the young mothers in attendance, the next two weeks emphasized conflict resolution.

The writer met with the second target group and discussed the last two weeks' activities and collected journals. Instructions and worksheets were handed out to the teachers. It was decided that each team knew their students best and what topics were most appropriate to their team. The writer gave the responsibility of choosing journal topics from the act-react curriculum to each team leader This activity was repeated every two weeks after a topic was taught.

The target groups viewed the video Conflict Resolution to help them explore the nature of conflict and examine their own attitudes and behaviors. Students were introduced to the various styles of dealing with conflict such as avoidance, confrontation and problem-solving. They learned good communication and active listening skills. They also learned the "I" message concept, which permitted the expression of emotions. Students had a hard time with "I" messages because they said they were awkward.

The target groups learned that body language and voice tone can convey the wrong message. The students did an activity repeating a sentence in as many voice tones as possible to convey as many emotions as possible. They also did several role plays to observe body language. Students evaluated their own use of nonverbal messages and became aware that cultural differences could contribute to conflict and misunderstanding. During this week there was a conflict with some of the students and the instructors in team B over some stolen school dollars. One of the students made a comment, "...because you are white, blacks can't be trusted," an obvious response to cultural differences which provided an opportunity for class discussion about conflict and misunderstanding.

During the fourth week the target groups learned the four-step process of mediation. They watched the video Win-Win. Students were impressed that mediation was opposed to suspension and that the disputants decided the solution. A mock mediation was set up to practice the process. Students saw its value and expressed the desire to become peer mediators. They learned brainstorming, active listening, analysis of problems and problem solving skills.

During weeks five and six both target groups learned that communication -- the sending and receiving of messages -- was an essential life skill. They learned common communication

blockers which the student population understood because they commonly used sarcasm, insults and ignoring others in confrontational situations. Students completed a worksheet in which they were to identify blockers in sentences. Some of these "rang a bell" with the student population because they had either had those blockers used on them or they had used them. The writer had an adult come into her room and every time the writer began to talk a "red flag" blocker was raised. The student target group was asked if they could identify the blockers and they were successful. It was of great value to them to realize that adults needed to learn these skills as well.

Weeks seven and eight covered the art of refusal. For today's teenagers, the rights of passage to adulthood is through a kaleidoscope of conflicting values and pressures. Young people make choices on critical issues based on their values and beliefs. They will have to stand up to those choices again and again.

The students did several activities that helped them clarify their values. They also learned the rights that are the basis of assertiveness training, such as the right to be your best self, the right to refuse a request, the right to be make a mistake, and the right to change you mind. Students can now distinguish between assertive, passive, and aggressive styles of refusal.

The second target group has written some very positive remarks in their journals about the program. One instructor was acquiring a great deal out of this program and has learned about assertive refusal. This instructor is looking forward to using new skills, and was impressed with the effect this program had on students, who exhibited less hostility.

Instructors were asked to nominate several students that had shown the leadership qualities that had been suggested by the research to be trained as peer mediators. The writer met with these students and informed them that they had been chosen for this program by their team instructors and asked if they would like to be trained to become the school peer mediation team. All of the students accepted this challenge except one. During weeks nine and ten, as the writer of this practicum trained this select group, the teams continued with reinforcement of their newly acquired skills. This select group was highly motivated and learned the peer mediation process very quickly. This group presented a mock mediation to the entire student body to introduce the service to the school. An introductory handbook was designed for a continuing peer mediation program. As the school year closed and there were several end-of-the-school year activities planned, the debate and presentation by an environmental advocacy group were canceled.

During weeks eleven and twelve the writer continued working with the peer mediation team on its presentation. Students were given the opportunity to evaluate the peer mediation training program. (Appendix I, p. 82) The team instructors presented the last unit on parental conflict. Both a teacher and a student request form (Appendix J, p.83) for peer mediation was developed and reviewed.

The target group of students are now mothers, so they want their independence and autonomy but they are still children. This causes a great deal of inner conflict as well as conflict with their parents and their own children. As students explored the dynamics of teen-parent conflict they gained empathy with a parent's point of view. They examined the reasons behind the rules that parents set for their children and used critical thinking and problem-solving skills to formulate and examine alternative solutions to conflicts.

Throughout the entire practicum implementation, all of the different learning modalities were addressed by using a combination of activities that included audio, visual, and kinesthetic lessons. This was truly an integrated curriculum and was used by the instructors in other classes besides the peer counseling class. The curriculum fostered cooperative learning, which developed group dynamics and interpersonal skills.

Instructors met with the practicum writer several times during the implementation and discussed possible changes in the program. It was obvious from the beginning that the writer of the practicum was over zealous and had planned a very rigorous schedule. There were changes from the original plans that allowed the teams more latitude in deciding which activities were to be used, and topics for the journals. The group discussions were changed from everyday to once a week. There were no reported classroom mediations but there was an actual mediation handled and resolved by the newly trained peer mediation team. Instructors also reported observing evidence of less hostility and better communication amongst the students.

These meetings revealed the extent of support by the administration and fellow peers. No administrators attended these meetings, and only a few instructors were present. The discipline report (Appendix B, p. 64) revealed that there was still conflict between certain teachers and their students, and the method of dealing with this was by referral to the office. Most of these cases ended up in a suspension that followed along with the discipline policy (Appendix K, p. 86) that the assistant principal had set forth.

A post-test (Appendix E, p. 71) was administered to both target groups at the end of the twelve week period. An

attitude survey (Appendix D, p. 68) was administered to each of the students and an evaluation (Appendix C, p. 665) of the act-react questions was requested of the instructors.

Chapter IV

Results

The following chapter contains the results of the practicum implementation period. It was realized that there were extraneous variables for which the writer had no control.. Those variables included, new teachers, a new school, and a new administrator. It was due to these variables that the objectives were only partially met.

After the 12-week implementation period, the writer of this practicum collected the discipline reports for the practicum site for the school year 1993/94 and 1994/95. Since the writer had used a discipline summary report for the 1993/94 year to document the problem, it was necessary to get a new report that was broken down by individual student and the exact day of disciplinary action. A comparison of disciplinary records for the two school years shows nine suspensions during the comparable 1993-94 and, twenty-seven suspensions during the practicum period, for a dramatic increase of 200 percent.

Table 1

A comparison of the suspension days for school years 1993/94 and 1994/95 during the 12-week period of practicum implementation

Month	1993/94	1994/95
February		
fourth week	12 days	18 days
	Increase of 50 percent	
March		
first week	0 days	14 days
second week	5 days	0 days
third week	5 days	5 days
fourth week	0 days	0 days
fifth week	0 days	9 days
	Increase of 180 percent	
April		
first week	3 days	10 days
Spring vacation		
third week	0 days	22 days
	Increase of 967 percent	
May		
first week	10 days	13 days
second week	0 days	0 days
third week	0 days	0 days
fourth week	5 days	0 days
	Decrease of 13 percent	

There was a 128 percent increase in instructional days lost between school years 1993/94 and 1994/95.

Table 2

A comparison of the number of suspensions for the school year 1993/94 and 1994/95 during the 12-week period of practicum implementation

Month	1993/94	1994/95
February	3	6
March	2	10
April	1	8
May	3	3
TOTALS	9	27

There was a 200 percent increase in the number of suspensions between school years 1993/94 and 1994/95.

The target group was reduced to 28 students because of the high mobility of the student population at the practicum site. Out of 86 students receiving instruction, 22 took the pre-survey but did not take the post-survey. Eighteen students entered school after the onset of the program and did not complete the pre-survey. Eighteen students were withdrawn from the program site prior to the completion of the practicum.. The attitude surveys completed by the target group of 28 students exhibited a 42 percent positive change in

relationships towards classmates and teachers. This was determined by a comparison of the students' self-determination of the positioning of the "N" on the line of continuum. A consensus of the teacher observation forms showed a definite increase in student use of critical skills of analysis and problem solving. Each teacher response noted an increase in students involvement in behavioral reasoning , consideration of different view points, and pertinent and meaningful questioning.

Table 3

Attitudinal Status Registered By
Pre/Post Survey Results

1.	Survey question number 1. 14 positive replies
2.	Survey question number 5. 14 positive replies
3.	Survey question number 8. 15 positive replies

Of the 28 responses from the primary target group, an average of 20.5 percent positive changes were recorded for the 10 questions.

The target group for objective number three included 94 students and teachers. Due to withdrawals, absenteeism, and late entries, the target group was reduced to a combined total of 35. Because of an exceptionally high understanding of the principles of conflict resolution from the respondents on the pretest, it was virtually impossible to attain the intended 50 percent goal.

Table 4

Analysis of Pre/Post Test Scores

Student	Pre-test scores	Post-test scores	% change
*1.	10%	40%	50%
*2.	50%	90%	80%
*3.	40%	70%	75%
4.	80%	50%	38%
*5.	60%	90%	50%
*6.	40%	60%	50%
7.	30%	100%	43%
8.	70%	100%	43%
*9.	40%	90%	125%
*10.	70%	100%	78%
11.	60%	80%	34%
12.	60%	80%	34%
13.	70%	90%	40%
14.	80%	100%	25%
15.	80%	90%	11%
16.	80%	90%	13%
17.	90%	90%	11%
18.	80%	90%	13%
19.	80%	90%	13%
20.	90%	100%	11%
21.	90%	100%	11%
22.	90%	100%	11%
23.	90%	90%	0%
24.	90%	90%	0%
25.	90%	90%	O%
26.	90%	90%	O%
*27.	20%	40%	100%
28.	90%	90%	0%

* Indicates a 50% or greater increase in score. Twenty nine percent of the target group increased scores.

Chapter V

Recommendations

During the school year 1994-95, the practicum site was only one program under the umbrella of a much larger school. All four schools had a population of students with special needs. All students were potential dropouts who had low self-esteem and no coping skills for life's trials and tribulations.

For reasons unknown to the writer, the school board made the decision to divide the school into three separate schools for the school year 1995/96. Each separate school will still need to share some of the components of the whole facility, so there will be a need for communication and caring for the well being of the total population. The writer of this paper will share the findings of this practicum with the new administrators of the separate schools. Since the new administrators will not officially start until July, the writer can only offer the knowledge gained. The previous principal had given her recommendation that the program be implemented in all of the schools, and suggested a school-wide inservice to aquaint all instructors with the program.

Since it was a school board policy to find alternatives to suspensions and expulsions, and one of the board goals for 1995/96 (Appendix L, p. 83) will be to provide a rigorous curriculum to prepare all students for the work place, the writer strongly recommends this program as a life skill to assist the board in reaching its goal. The practicum and its resulting conclusions shall be presented to district administrators for their consideration. The writer has included many more components in this program than in the peace education program currently endorsed by the school board. Therefore, it will be shared with other peer mediation programs presently being offered in the county. In addition, the writer will seek invitations to present this program at professional educational conferences

During the next school year, the most significant additional objective as a result of this program will be the instruction of life skills as a means of assisting the young mother with relationships with family, employer, spouse, and last but not least the children. In a world of violence and hate it is the children that will make the difference.

> "If we are to reach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with the children."
>
> -Mahatma Gandhi-

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Appendixes

Appendix A

District Year-End Suspension Report

Appendix A

	A	B	C	D	E	F
1		92-93 no. of susp	93-94 no of susp	% increase/de		92-93 no. of days
2						
3	Practicum site	20	36	0.8		101
4						
5	susp by days	total susp	total days	1 day	2 days	3 days
6		36	131	0	2	21
7						
8	ethnicity					
9	enrollment	suspensions	white enrolled	white suspended	black enrolled	black suspended
10	271	36	81	5	162	30
11						
12	suspensions by grade		enrolled 6 susp	enrolled 7 susp	enrolled 8 susp	enrolled 9 susp
13			1 0	4 0	3 1	36 7
14						

	G	H	I	J	K
1	93-94 no. days	% increase/de			
2					
3	131	0.297			
4					
5	4 days	5 days	6 days	7 days	8 days
6	1	12	0	0	0
7					
8					
9	hispanic enrolled	hispanic susp	% w	% b	% h
10	27	1	0.1429	0.8386	0.0286
11					
12	enrolled 10 susp	enrolled 11 susp	enrolled 12 susp		
13	37 17	52 9	21 2		
14					

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Appendix B

Practicum Site Year-End Report

Appendix B

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STUDENT SUMMARY - SELECTED

Discipline Problem / Description

STU-N	STUDENT NAME	GR	TCHR #	CODE	DESCRIPTION
19080102					Date: 19080102
		10	107	F	FIGHTING
				NOD	NO SHOW DISC
				DIS	INSUBORDINATION
				FIT	FIGHTING
13081123		10	103	B	BATTERY,PHYSICAL
18080110		10	107	D	DISRUPTIVE
				BAT	BATTERY,PHYSICAL
				TRU	TRUANCY - TRUTH
04111902		10	115	F	FIGHTING
				FIT	FIGHTING
07191026		10	115	D	DISRUPTIVE
19110810		10	103	F	FIGHTING

TOTAL OFFENSES ON REPORT: 11
TOTAL STUDENTS ON REPORT: 10

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05-17-1995
Alpha

STUDENT DISCIPLINE SUMMARY

STU-#	STUDENT NAME	GR	TCH#	R	Discipline Problem / Description CODE	DESCRIPTION	WHO	WHERE	WHEN	DATE	Actions Taken WHO	ACTIONS		DATE	DUR	TCH
13070318		10	118	B	PRO	PROFANITY/OBSCEN	TCH	CLA	DSH	111993	APC	OSS	PCP	112293	5DY	114
10061315		11	108	B	FIT	FIGHTING	APC	GRD		092293	APC	OSS	PCP	092293	3DY	114
06150614		10	100	B	FIT	FIGHTING	PRN	OSG	DSH		PRN	OSS	CNF		3DY	114
					DIS	DISRUPTIVE	OFS	GRD	DSH	121693	PRN	OSS	OSS	121693	3DY	114
					PRO	PROFANITY/OBSCEN	OFS	GRD	DSH	121693	PRN	OSS	OSS	121693	3DY	114
					DIS	DISRUPTIVE	OFS	GRD	DSH	121793	PRN	OSS	OSS	121793	3DY	
01151614		09	118	B	DIS	DISRUPTIVE	TCH	CLA	DSH	111893	APC	OSS	WRN	112293	5DY	114
					FOR	FORGERY/MISUSE	TCH	CLA	DSH	111893	APC	OSS		112293	5DY	114
					PRO	PROFANITY/OBSCEN	TCH	CLA	DSH	111893	APC	OSS		112293	5DY	114
10221203		10	118	B	UNA	UNAUTH AREA	OFS	OSG	DSH	111793	PRN	OSS		111893	3DY	114
20140324		09		W	FIT	FIGHTING	OFS	OFF	DSH	050694	PRN	OSS	OSS	050694	5DY	✓
23231001		08	118	B	INS	INSUB/DISRESPECT	TCH	CLA	DSH	020994	PRN	OSS	OSS	020994	3DY	✓
08010602		11	118	H	PRO	PROFANITY/OBSCEN	TCH	CLA	DSH	052494	PRN	OSS	OSS	052494	5DY	✓
24150702		10	118	B	NSD	NO SHOW DISC	TCH	CLA	DSH	040794	PRN	OSS	OSS	040794	3DY	✓
24202223		09		B	NSD	NO SHOW DISC	TCH	CLA	DSH	022294	PRN	OSS	OSS	022294	4DY	✓
02200822		11	118	B	INS	INSUB/DISRESPECT	TCH	CLA	DSH	030894	PRN	OSS	OSS	030894	5DY	✓
16060811		10	118	B	INS	INSUB/DISRESPECT	SGD	HAL	DSH	110393	PRN	OSS		110393	2DY	
					PRO	PROFANITY/OBSCEN	SGD	HAL	DSH	110393	PRN	OSS		110393	2DY	
					FIT	FIGHTING	OFS	OFF	DSH	050694	PRN	OSS		050694	5DY	✓
07011620		11	108	B	INS	INSUB/DISRESPECT	TCH	CLA	DSH	031494	PRN	OSS	OSS	031494	5DY	✓
26131008		10	118	W	FIT	FIGHTING	TCH	CLA	DSH	020894	PRN	OSS	OSS	020894	5DY	✓

TOTAL STUDENTS ON REPORT: 14
TOTAL DISCIPLINE RECORDS: 21

Appendix C

Act-React Evaluation Form for Administrators

Appendix C

Act-React Evaluation Form for Administrators

The suggestions and comments of teachers will be helpful. Please check the following questions:

	Increase	Decrease	No change
1. As a result of using Act-React Questions what change is noted in interest in what takes place in the classroom?	____	____	____
2. What change in students' interest in learning?	____	____	____
3. What change is observed in cooperation with the teacher?	____	____	____
4. As a result of discussing consequences of behavior what change is noted in classroom problems?	____	____	____
5. If problems were reduced what change is noted in time available for teaching?	____	____	____
6. To what degree are students better acquainted?	____	____	____
7. What change is noted in the friendliness of students in a class that discussed Act-React Questions?	____	____	____

	Yes	No
8. Were students involved in reasoning about behavior?	____	____
9. Did students consider different viewpoints?	____	____
10. Were the Questions pertinent and meaningful?	____	____

Comments and suggested changes:

_____

_____

_____

_____

Appendix D

Conflict Attitude Survey

Appendix D

Conflict Attitude Survey

On the continuum bar place an N where you are now and a W for where you would like to be.

1. Do you argue alot with people?

   do not argue +----+----+----+----+----+----+----+argue alot

2. Do you like to listen to other people's opinions?

   do not like to listen+----+----+----+----+----+----+----+like to listen

3. Do you call people names when you are in an argument?

   no name calling+----+----+----+----+----+----+----+name calling

4. Do you listen to what the other person has to say when you are in an argument ?

   do not listen+----+----+----+----+----+----+----+listen

5. Do you lose your temper when you disagree with something someone else says?

   do not lose temper+----+----+----+----+----+----+----+lose temper

6. Do you think about the results caused by what you do?

   do not think+----+----+----+----+----+----+----+think about it

7. Do you find it difficult to openly talk about your feelings in front of your peers?

   not difficult+----+----+----+----+----+----+----+difficult

8. Do you have a hard time keeping a secret?

can not keep secret+----+----+----+----+----+----+----+can keep secret

9. Does it make you angry when someone interrupts your thought when you are speaking?

not angry+----+----+----+----+----+----+----+angry

10. After a twelve week discussion group on values do you think your answers to the above questions will be different

no difference+----+----+----+----+----+----+----+different

Appendix E

Conflict Resolution Quick Quiz

Appendix E

CONFLICT RESOLUTION
QUICK QUIZ

MULTIPLE CHOICE: Choose the best answer by placing the correct letter in the blank. There may be more than one correct answer.

_____ 1. Conflict is

a. always negative
b. a natural part of life
c. positive sometimes
d. peaceful

_____ 2. Choose the sentence that you might hear a mediator say in mediation.

a. Just answer the question --yes or no
b. Everything you say here is confidential
c. I find you guilty
d. That's not fair! I'm going to appeal

_____ 3. Which of the following is not in the rules for fighting fair?

a. Listen with an open mind
b. Focus on the problem
c. Put-downs
d. Treat a person's feelings with respect

_____4. Who are the disputants?

a. The principles
b. Two people fighting
c. Friends
d. The two listening to the problem

_____5. From the following statements choose the one that best describes an emotion.

a. I feel like hitting her
b. I feel embarrassed
c. I feel like taking his book because he took mine
d. I feel that he should tell me he's sorry

_____ 6. Which of the following is not a tip for effective listening?

a. Pay attention to what the person is saying
b. Listen without interrupting
c. If you don't understand stop the other person and ask
d. Face the person speaking to you make eye contact.

_____7. Of the following statements which is an "I" message.

a. I can't believe you're such a jerk. Get out of my life
b. I feel dumb when you tease me about my grades. -I wish you wouldn't do that
c. If you don't give my jacket back, I'll never speak to you again

_____8. Which of the following statements is a fact?

a. Kevin has the strongest record of any tennis player in the league
b. Kevin is a top tennis player, but his serve is somewhat weak
c. Kevin is the best tennis player in the country

_____9. A caucus is

a. The judgment or decision of a court
b. A statement passed from one person to another without proof
c. In mediation, a private session with one disputant and one mediator.
d. A disagreement; an argument

_____10. In mediation we want

a. a win/win situation
b. a win/lose situation
c. suspension
d. detention

Appendix F

Permission Letter From Mr. Weedman

Appendix F

AGREEMENT BETWEEN PORTIA SCHMIDT AND GAIL H. WEEDMAN REGARDING THE USE OF THE ACT-REACT PROGRAM AT LAMP SCHOOL

This document authorizes Portia Schmidt to duplicate and use a program described in a book titled Challenge Youth to Think and Reason. Mr. Weedman has all copyrights for each year from 1990 through 1994, and the one for 1995 will be applied for after another revision.

All teachers at LAMP school may use the program in their classes.

Portia Schmidt may include the evaluation form in her thesis providing she acknowledges authorship of the form. She may also include 15 Act-React Questions, classroom discipline Questions and the confrontation examples if that material would be helpful. Again, the authorship should be acknowledged.

In exchange Portia Schmidt agrees to allow Mr. Weedman to have the privilege of including material from her thesis in a revised edition of the book. Mr. Weedman is to acknowledge authorship.

Gail H. Weedman

Portia Schmidt

Date: 2/18/95

Witnessed by: February 18, 1995

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Appendix G

Evaluation Letter

Appendix G

Review of Conflict Resolution Program
Used in Lee Adolescent Mother's Program
Fort Myers, Florida

By: Elizabeth E. Bardwell
Observer/Participant

The student participants in the group conflict resolution sessions started the program resistant to the stated goals. The students were not comfortable with sharing thoughts or ideas on any subject with either the teachers/facilitators or with their peers. The first few sessions resulted in mostly giggling, shifting in chairs and heads bowed in silence.

Gradually over time, the students were forthcoming with their comments on the topics. They were allowed to choose between several topics which resulted in a more interesting discussion for them. The established rules were followed with very few exceptions. And the students seemed to enjoy others listening to shared thoughts. Many expressed the fact that they do not often think about things long enough to form an opinion. Many of their opinions were contradictory. When an obvious contradiction occurred it was interesting that the students made each other aware of this. Several times I heard comments like, "Well, I never though about it like that."

The facilitator made good use of the instructions in the manual and had a good working knowledge of the program. Portia Schmidt was prepared with the questions and had obviously given prior thought to how the topic could elicit a useful conversation from the students. She was particularly good at pacing the conversation, keeping the students on the subject, interjecting with an appropriate comment or question and generally allowing the conversation to flow naturally.

I believe I have seen progress toward the goals of better communication between peers as well as teachers. It is not a cure to all the problems these particular girls have, but I definitely saw improvement in self-regard, verbalizing thoughts, and accepting others' opinions. Part of positive self regard is the belief in the positive regard others have for you. This program could go a long way in reaching this goal if used effectively over an extended period of time.

Appendix H

Teacher Survey

Teacher Survey

Appendix H

TEACHER SURVEY FOR PRACTICUM

I really appreciate your help in this endeavor. Please be brief and specific.

1. How much class time do you spend on discipline? (circle one)
   a. less than 20%
   b. 20%-40%
   c. 40%-60%
   d. 60%-80%
   e. more than 80%

2. How do you usually deal with conflicts between students?
   a. refer to counselor, dean or principal
   b. give detention
   c. let students work it out themselves
   d. act as mediator between students
   e. other (specify)

3. How do you usually deal with conflicts between student and yourself?
   a. refer to student to counselor, dean or principal
   b. give detention
   c. talk to student and try to work it out
   d. ask someone to mediate the problem
   e. other (specify)

4. Do you know what the suspension rate for the year 1994 was? If so was there an increase or a decrease?

5. Please define Peer Mediation.

6. Define conflict.

7. Do you think a conflict resolution program would benefit our students

   A. Agree_____ B. Disagree_____ C. Don't know_____

8. Do you think a peer mediation program could work at this school?

   A. Agree____ B. Disagree_____ C. Don't know_____

9. Do you foresee problems in implementing a peer mediation program in the school?

10. Are you familiar with the school board goal and our school improvement plan goal that deal with suspensions?

    A. Yes _____ B. No _____

Appendix I

Peer Mediation Training Evaluation

Appendix I

Peer Mediation Student Training

EVALUATION QUESTIONNAIRE

1. Please rate the training on a scale of l(poor) to 5 (excellent)

2. What five things did you learn in the training.

1_____

2_____

3_____

4_____

5_____

. What parts of the training did you enjoy the most?

4 What would you change to make the training better?

5. Was the training ____too long_____too short_____okay?

6. Do you have any other comments or suggestions for us? Please explain.

Mediator's Commitment

I will:

1. Behave in a responsible manner.
2. Be fair and honest.
3. Keep disputant's information confidential.
4. Fill out the Mediator Form as accurately as possible.
5. Return to class immediately after the mediation session.
6. Make up the work I miss in class.
7. Be a Mediator until the end of the school year.

Student Signature Date

Teacher Signature Date

Appendix J

Teacher and Student Peer Mediation
Request Forms

Appendix J

TEACHER REQUEST TO PEER MEDIATION PROGRAM

_____/_____/_____/_____/_____

Teacher's Name Grade Room Date Time

_____ _____

Students sent to Peer Mediators

KIND OF CONFLICT? Rumor/gossip____, Personal property____,
Money____, Violation of space_____, Threats_____,
Putdowns_____, Harassment_____, Other_____

_____

DISPOSITION: Saw Peer Mediators? Yes_____, No_____

Other: _____

Was the conflict resolved? Yes_____, No_____

****

STUDENT REQUEST TO PEER MEDIATION PROGRAM

_____ _____

Students names

KIND OF CONFLICT? Rumor/gossip____, Personal property____,
Money____, Violation of space_____, Threats_____,
Putdowns_____, Harassment_____.

Other_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix K

Discipline Policy

Appendix K

School Disciplinary Policy

THE FOLLOWING IS A LIST OF OFFENSES
AND DISCIPLINARY ACTION TO BE TAKEN.

In all cases, parents will be notified by phone. If they cannot be reached by phone, a letter will be sent by U.S. Mail. The procedure below should be followed before a student is sent to the office.

1. Disrupting class (making excessive noise, etc.)
   First offense-before or after school detention-call parents by teacher
   Second offense-detention before or after school-parent called by administrator.
   Repeated offense-three(3) day Out-Of-School-Suspension (O.S.S.)

2. Fighting with another student (physical contact)
   First offense-school based hearing-parent called by administrator

3. Pushing, shoving or striking a member of the faculty, staff or chaperone.
   First offense-recommended expulsion-parent administrator

4. Possession of a weapon

First offense-refer to administration-possible expulsion

5. Using a weapon or any object to harm another person

First offense-refer to administration-possible expulsion

6. Possessing, using or selling alcoholic beverage, narcotics, drugs or controlled substance as defined by Florida Law.

First offense-refer to administration-possible expulsion

7. Using profanity or obscene gestures directed towards another student in the presence of an adult.

First offense-(minor)-warned -parent called by administrator

Second offense-three (3) days O.S.S.

Third offense-five (5) days O.S.S.

8. Profanity or obscene gestures directed towards a member of the staff.

First offense-five (5) days O.S.S.-parent called by administrator

Second offense-School based hearing

9. Disobeying chaperone on school grounds or away from school at sponsored activity.

First offense-before or after school detention

Second offense-three (3) days O.S.S.

Third offense-five (5) days O.S.S.

10. Vandalizing or defacing school property
    First offense-(minor) clean areas-parent called by administrator
    Second offense-three (3) days O.S.S.
    Repeat offense-(serious) refer to administration

11. Stealing
    First offense-five (5) days O.S.S.
    Second offense-seven (7) days O.S.S.
    Third offense-ten (10) days O.S.S.

12. Inciting a riot
    First offense- refer to administration- possible expulsion

13. Using racial slurs
    First offense- (minor) warned
    Second offense- Three (3) days O.S.S.

14. Skipping class or truancy
    First offense- before or after school detention-parent notified
    Second offense- two detentions
    Third offense-Parent Conference-transfer considered

15. Tardies
    Three tardies-Detention before or after school
    Four tardies-two (2) detentions before or after school
    Five tardies-one (1) day I.S.S., teacher refer to office
    Six tardies-One (1) day O.S.S.

16 Forgery- (hall passes, notes, etc.)

First offense- one (1) detention before or after school

Second offense-Two (2) detentions before of after school

Third offense-two (2) days O.S.S.

17. Cheating (tangible proof)-Take paper and give zero

18. Out of class without a pass/out of designated area

First offense-Detention before or after School

Second offense-two (2) days O.S.S.

Third offense-three (3) days O.S.S.

19. Violation of dress code

First offense-warned by administrator

Second offense-detention before or after school

Third offense-three (3) days O.S.S.

20. Missing a detention

Two (2) days O.S.S.

Appendix L

School Board Goals

The School Board of
Margaret Chairman
Patricia Ann Vice Chairman
Katherine Member
Bill Member
Dr. Douglas Member

1995 BOARD GOALS

1. The **School District will provide a rigorous curriculum to prepare all students for the work place and/or post-secondary education.**
   The District will:
   A. provide a challenging curriculum that is founded upon basic skills including reading, phonics,writing and math.
   B. ensure that learning is relevant and application-based.
   C. focus on students and classrooms by providing staff training for effective, student-focused instruction and the skills necessary to maintain safe and orderly environments.
   D. continue to implement Blueprint 2000.
   E. commit to continuous improvement of the middle school program that includes grades six and nine transition strategies.

2. The **School District will provide a fair and equitable work environment for all employees.**
   The District will:
   A. include employees in decision-making.
   B. apply the same set of rules for all employees.
   C. collaboratively address incentives, equity, salary steps and the supplement schedule.

3. The **School District will continuously evaluate and hold accountable its programs, practices and personnel.**
   The District will:
   A. establish graduation standards and benchmarks for all students.
   B. develop staff assessment tools based on a variety of student performance measures including standardized and locally-developed tests.
   C. create incentives for success and focused assistance for specific objectives where required.
   D. plan and develop new programs and practices based on relevant research and data including cost analysis.

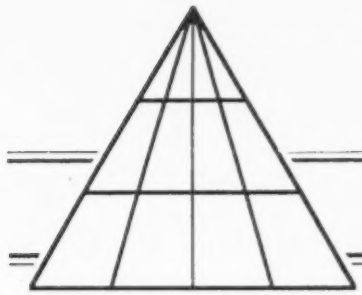
4. The **School District will develop community partnerships to enhance student learning.**
   The District will:
   A. collaborate with the community to enhance student educational opportunities and career planning.
   B. seek agreements to meet specific needs such as alternatives to out-of-school suspension.
   C. develop interlocal agreements that are mutually beneficial to the District and citizens of Lee County.

5. The **School District will achieve and maintain unitary status.**

Appendix M

Letters of Recommendations

Appendix M



ACADEMY HIGH SCHOOL • ALTERNATIVE LEARNING CENTER
EMPLOYMENT SKILLS PROGRAM • LEE ADOLESCENT MOTHERS PROGRAM

May 25, 1995

Dear Sirs:

It is my pleasure to recommend Portia Schmidt as a candidate for an Educational Specialist Degree. Portia is a creative and a senior member of my faculty at the Lee Adolescent Mothers Program. The school is designed to serve teen mother and requires a unique balance of high expectations and sensitivity to our students' circumstances.

Portia clearly understands what our students need and implemented her practicum project, peer mediation and conflict resolution as a strategy to increase student success. program was successful in that the faculty worked collaboratively to implement the curriculum and the long term benefits should be significant for our students.

Portia has modeled the strategies, provided leadership and coaching for the staff, has managed and planned the training for staff and students, and has collected feedback from all involved. I believe that LAMP is indebted to her for providing the leadership to remedy an issue that was targeted in our School Improvement Plan.

Sincerely,

Jeananne Folaros

Jeananne Folaros
Principal

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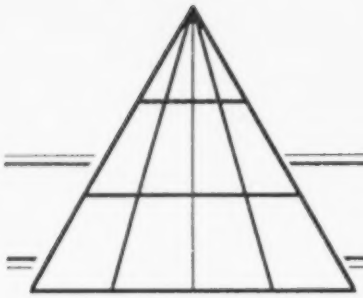
Appendix M



ACADEMY HIGH SCHOOL • ALTERNATIVE LEARNING CENTER
EMPLOYMENT SKILLS PROGRAM • LEE ADOLESCENT MOTHERS PROGRAM

May 24, 1995

Dear Sirs,

A Peer Mediation Project was implemented at the LAMP school this year. A small percentage of the students and a couple of the teachers indicated that they benefitted from the program and are willing to try their new skills.

I would like to recommend that the program continue in 1995-96; however, it will not involve the entire school. The program participants should be a smaller group of interested students plus any student who receive discipline referrals.

Another recommendation is that activities be well planned in advance to allow smooth implementation. I do feel that this program can be of value to our students.

Yours truly,

Caroline McCollum

Caroline McCollum
Administrator

Attachments

WELCOME TO

L.A.M.P.'S

PEER MEDIATION

PROGRAM

MEDIATION RULES
1. Be willing to solve the problem
2. Tell the truth
3. Listen without interrupting
4. Be respectful: No name calling or fighting
5. Take responsibility for carrying out your agreement
MEDIATOR
K.I.D.S.
MEDIATOR

Hello, welcome to L.A.M.P. !!! We welcome you here. I would like to let you know about a very special program that we have started here. It is called Student Peer Mediation. This is a group of trained peers that are here to listen to any problems you might have with another girl, girls or even a teacher. We are here to listen, not to judge or to punish. Mediation is confidential. Anything you say within Mediation stays in the room. We will have forms for you to fill out and return to your teacher. Your teacher will then turn the form into our advisor who will schedule a time for the mediation. We are unable to mediate a situation that has to do with

drugs, abuse, or weapons. If the situation has to do with those subjects, then we will have to turn it over to the principal. We are unable to use witnesses. We also are unable to give out punishments. We ask that you respect each other. Mediation is always a win/win situation since both people will come out winners.

These are the rules for fighting fair :

1. Identify the problem.
2. Focus on the problem.
3. Attack the problem, not the person.
4. Listen with an open mind.
5. Treat a person's feelings with respect.
6. Take responsibility for your actions.
7. No fouls.

FOULS ARE AS FOLLOWS:

BLAMING
NAME CALLING
THREATS
PUT-DOWNS
BOSSING
MAKING EXCUSES
NOT LISTENING
GETTING EVEN
BRINGING UP THE PAST
SNEERING
NOT TAKING RESPONSIBILITY
HITTING.

Each participant will have time to explain just what has happened. (Your side of the story.) We will then brainstorm and see just what we can come up with to resolve the problem. Both of the disputants will decide what they feel is reasonable to resolve the problem. We will close by the

two disputants signing a form of agreement. This is an alternative to going to the office for a conflict that can end with a suspension or a detention. We are here to learn. We want all L.A.M.P. students to graduate without any discipline forms in their folders. We really hope that you will give this a chance. Thank you!!!

****

STUDENT REQUEST TO PEER MEDIATION PROGRAM

_____ _____

Students names

KIND OF CONFLICT? Rumor/gossip____, Personal property____,
Money____, Violation of space_____, Threats_____,
Putdowns_____, Harassment_____.

Other_____

_____

_____

_____

_____

_____

_____

_____

_____